

**Using Caring for Our Children**  
**3rd Edition and Compliance with Care to Support Infants and Toddlers**

Amanda Schwartz: Hello, and welcome to Using Caring for Our Children, 3rd Edition and Compliance with Care to Support Infants and Toddlers. My name is Amanda Schwartz and I work with the Head Start National Center on Health.

I am joined today by Jean Cimino who is supported by her colleague Linda Satkowiak from the National Resource Center for Health and Safety in Child Care and Early Education. We will share with you some of the ways our resources can help you prevent disease or injury, disability, or death for infants and toddlers in your program. During today's health chat, you will learn about three tools to support infants and toddlers who attend center-based programs or family child care. And using these tools, we hope to share some of the ways to find and use evidence-based strategies that meet Head Start requirements. The three resources we're going to explore include two collections from Caring for Our Children National Health and Safety Performance Standards, Guidelines for Early Care and Education Programs, 3rd Edition, or CFOC3. Jean, can you tell us what they are?

Jean Cimino: Absolutely. We are here today to share two collections: Stepping Stones to Caring for Our Children, 3rd Edition, or Stepping Stones, and Caring for Infants and Toddlers in Early Care and Education. Stepping Stones presents 138 essential standards intended to reduce the rate of these resources that you will find in the links for this health chat.

Amanda: These two resources really complement the final resource we'll share, Compliance with Care: A Crosswalk between the Head Start Program Performance Standards and CFOC3. Before we get started, you may note that all of the resources reference performance standards, but it is important to clarify which are required and which are recommended. There is an important difference in how we use these words. Right, Jean?

Jean: Yes, and it has implications for your program's accountability systems.

Amanda: So for Head Start and Early Head Start programs, the Head Start Program Performance Standards are requirements for Head Start funding.

Jean: Right, but the CFOC3 standards are evidence-based guidelines for all early care and education settings.

Amanda: That's right. So together they support programs in finding evidence-based strategies to meet federal requirements.

Jean: Correct, but it is always important to remember that all programs need to meet state, tribal, and local regulations as well as meeting federal Head Start requirements.

Amanda: Thank you for that reminder. As a matter of fact, all Head Start and Early Head Start programs must meet the more stringent requirement as indicated in Head Start Program Performance Standard 1306.32(a)(11). So let's start by exploring the resources and see how they will help your program meet all of your requirements by using evidence-based recommendations to improve the health and safety of infants and toddlers. We will take a few moments to go through each resource and show you all of their features. Jean, why don't you start?

Jean: Thanks, Amanda, I'll be glad to. Let's start with Stepping Stones. It is the subset of the CFOC3 standards that when practiced in child care and early education settings are most likely to prevent serious harm and injury to children. These recommendations seek to prevent immediate harm and injury to children. They also seek to prevent long-term harm due to cumulative effects of repeated failure to follow best practices for health and safety. You can use these recommendations to identify things you do well, like ensuring that there is always an appropriate child-adult ratio in the room, described in CFOC3 Standards 1.1.1.1 through 1.1.1.3.

They also may help you identify responses to issues that may be challenging, like developing care plans for children with special health care needs, described in CFOC3 Standard 3.5.0.1. Beginning by knowing what research recommends and why will help you evaluate your program practices and target areas that you can improve. The NRC has also developed a collection of the 232 CFOC3 standards and 11 appendices that are particularly important for infants and toddlers. You may run a birth-to-five program, but understanding how to individualize for children under three is critical to supporting the healthy growth and development of very young children. The main content areas in this collection include enrollment and admission; staffing, consultants, and supervision; environment and equipment; program activities; and practices and procedures.

There are 99 standards and 4 appendices that appear in both Stepping Stones and Caring for Infants and Toddlers. As you read through Caring for Infants and Toddlers, you will see that the standards that also found in Stepping Stones are marked with asterisks. This will help you cross-reference standards that are relevant to minimizing immediate and long-term harm for infants and toddlers. We see these resources as a great way to help programs focus on reducing the risk of severe disease, disability, or death. But we know that Head Start programs have specific requirements in the Head Start Program Performance Standards to minimize risk and harm to infants and toddlers.

Amanda: That's right. In using Compliance with Care, your program can connect these resources with the Head Start Program Performance Standards. Compliance with Care is the resource that shows the connections between the Head Start Program Performance Standards and evidence-based recommendations. It identifies the health-related standards through the Head Start Program Performance Standards and links them to evidence-based strategies found in CFOC3. Then it describes why evidence-based practices work. You can identify the requirements your program needs to meet and then plan services for center-based, home-based, and family child care programs using the strategies in CFOC3. Both Stepping Stones and CFOC3 were developed for out-of-home care settings including center-based and family child care programs. But the information is applicable to socialization settings and can inform health and safety practices when working with families in the home-based option. Now, let's look at all of these tools together and practice using them. Jean, do you want to start us off with a common concern in out-of-home care for infants and toddlers?

Jean: Sure. Let's see how these tools can help with a fairly common occurrence in programs, children who come to the program sick. All programs are required to create policies to reduce the risk of infectious disease and, when appropriate, to dismiss or exclude a child who is sick. But what is required and what is recommended? Amanda, can you share the Head Start Program Performance Standards related to short-term exclusion?

Amanda: Yes. As we look at Compliance with Care, under the Child Health and Safety tab, we see 1304.22(b), Conditions of Short-Term Exclusion and Admittance. As you see, the Head Start Program

Performance Standards are on the left, and the CFOC3 standards are on the right. When we select the hyperlink, we see the full citation from the Head Start Program Performance Standards with details about what is required. But it is possible to find more recommendations and specific strategies in *Stepping Stones*, 3rd Edition, and *Caring for Infants and Toddlers* to support the implementation of this requirement. Can you share some of these recommendations with us, Jean?

Jean: Yes. We are going to show you an example of how to use these two documents in partnership with the Crosswalk. This slide displays the Crosswalk on the left side of the screen together with the CFOC3 standards from *Caring for Infants and Toddlers* in Early Care and Education on the right-hand side of the screen. There are several standards related to this Head Start Program Performance Standard requirement that when practiced can reduce the morbidity and mortality for infants and toddlers. Let's look at an example. Looking at the Crosswalk on the left, notice CFOC3 Standard Section 3.6.1, Inclusion/Exclusion Due to Illness inside the red rectangle. This CFOC3 section of standards supports Head Start Program Performance Standard 1304.22(b). On the right side of your screen, the CFOC3 infants and toddlers collection, Standards 3.6.1.1 and 3.6.1.2 can be used to assist you in developing, implementing, and evaluating your short-term exclusion policies.

The asterisks note that these are also *Stepping Stones*, 3rd Edition, standards. This slide illustrates some additional CFOC3 standards that we have singled out to provide exclusion guidelines for specific illnesses. For example, CFOC3 Section 7.3, Respiratory Tract Infections, covers Standards 7.3.3.1 and 7.3.5.1, Critical Standards for Infants and Toddlers around Influenza and Invasive Meningococcal. You'll notice we've provided two other examples of CFOC3 standards that further support the implementation of the Head Start Program Performance Standard requirements in 1304.22(b). And when you select the link to the CFOC3 standard, you find more information, including a full description of the standard, the rationale for its importance, comments to consider, the type of applicable facility, that is, a center or a small or large family child care home, related standards, and references for evidence-based information. Each standard includes research-based information that you can use as you plan, implement, and evaluate your health services for infants and toddlers. Ultimately, using all of these resources together will help you promote the health and safety of infants and toddlers and their families. Amanda, I know you have talked with Head Start programs about how to use these tools. What have you heard from the field?

Amanda: That's a great question. Health managers that I have spoken with use these tools in a lot of different ways that you might want to consider. The most frequent response I hear is for developing policies and procedures, particularly related to injury and illness prevention. But I also hear about health managers who use the information from these tools to educate staff about what to do and why. They share the standards during training sessions and use them as handouts or to develop training materials. What about you, Jean? Have you heard how programs are using these tools?

Jean: Actually, yes. We've had great conversations with programs at conferences about these tools. One health manager also shared with me that she used the standards for her family health literacy activities. She said that sharing the rationale for each standard helped family members understand the "why" of what the program was doing. In some cases, knowing why was all they needed to try these strategies at home, too. Finally, several health managers mentioned that they use these tools with their Health Services Advisory Committees. Seeing the overlap between the Head Start Program Performance

Standards and the Caring for Our Children National Health and Safety Performance Standards for Early Care and Education, 3rd Edition, helps partners understand the best way to support program services.

Amanda: More great ideas. So what will you do next? Take a minute after this health chat is over to write down one way you will use these tools to improve your services. What can you do to reduce the rate of severe disease, disability, and death for infants and toddlers?

Thanks so much for watching our health chat. If there are points you want to go back and revisit, please feel free to replay as often as you like. If you have further questions about the resources we shared today and how to use them, please feel free to contact us at the Head Start National Center on Health and the National Resource Center for Health and Safety in Child Care and Early Education. You can email the National Center on Health at [nchinfo@aap.org](mailto:nchinfo@aap.org) or call us at 1-888-227-5125. You can call the National Resource Center at 1-800-598-KIDS or 5437, email them at [info@nrckids.org](mailto:info@nrckids.org), and visit them on their Facebook and Twitter page. We hope you find all of these resources useful as your program promotes health and safety of infants and young children. Please check with us frequently as we work to support you in your efforts on behalf of infants and toddlers.

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